



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL

The announcement of another meeting of the National Conference on Uniform Entrance Requirements in English prompts to reflection. Will the conference recognize the obligation implied in its name? Will it recognize the principle that education is a public and not a private function? Or will it assume that private fitting schools and privately endowed colleges may make little arrangements of their own which are in no way the concern of the general public?

Will the conference, moreover, adhere to the doctrine that only by examination can the colleges protect themselves against inadequately prepared students, or will it take account of the fact that there is abundant evidence to prove the excellence of the work done in standard accredited high schools west of the Alleghanies? Will it accept the responsibility implied in prescribing a handful of classics to be studied in the Senior year of each secondary school the country over, and in encouraging the multiplication of fact-laden editions of these and other pieces, which inevitably shape the teaching methods of the schools and perpetuate the author's-life-and-works-historical-background-introduction-to-the-study-of-a-work-of-literature fallacy?

These are some of the questions the National Conference ought to face. Incidentally it might also consider the possibility of becoming national in fact as well as in name, by securing adequate representation from the West and South. Or is the meeting, after all, only a conference of private schools and colleges situated for the most part in the New England and the North Atlantic states? In that case the majority of the colleges of the country might well define their entrance requirements in English in other terms than those agreed upon by the National Conference.